DOCUMENT RESUME

ED 085 472 CE 000 356

TITLE	Vocational Counseling: A Plan for the Development of a Vocational Guidance Program.
INSTITUTION	Training Research and Development Station, Prince Albert (Saskatchewan).
PUB DATE	Jul 73
NOTE	85p.
EDRS PRICE	MF-$0.65 HC-$3.29
DESCRIPTORS	*Career Choice; Career Education; Decision Making Skills; *Employment Opportunities; *Guidance Programs; High School Curriculum; *High Schools; Occupational Guidance; Program Development; Self Concept; *Vocational Counseling

ABSTRACT

The study examines the preparation by high school students for employment and the concept that this situation can be improved through a high school career guidance program. It proposes a program to help students acquire information about the world of work, skills required to make decisions about training and career choice, skills required to find and keep employment, and attitudes toward training and careers which reflect the contingencies of the socioeconomic environment. The basic components of the career guidance course are (1) developing a positive self-concept, (2) knowledge of the world of work, (3) skills of decision making, and (4) transition from school to employment. The course outlined is designed to include a high degree of teacher direction during the early part with increasing student direction and independence of action during the latter part. (MS)

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VOCATIONAL COUNSELING

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Training Research And Development Station
Department Of Manpower And Immigration

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ED 085472

VOCATIONAL COUNSELING

A Plan for the Development of a Vocational Guidance Program

prepared by

Training Research and Development Station
Department of Manpower and Immigration
Prince Albert, Saskatchewan

July, 1973

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PREFACE

A concept study is normally the first stage in creating a new project or program. Its purpose is to present clearly a detailed proposal for developing and testing the program. The concept study, therefore, includes a review of the problem area to determine the requirements of the situation and to identify goals. Theoretical and research literature are reviewed to assess various theories and methods of intervention which have been attempted. The result is preliminary specification of skills and other factors involved in determining broad strategies to achieve goals. As a result of the concept study the need has been identified for two separate counseling programs, (1) Creating a Career, which will be for use in the schools, and (2) Preparing for Employment, which will be used with high school dropouts. The latter program is now undergoing exploratory development which comprises the preparation of initial program strategies, methods and materials and the evaluation of their feasibility and limitations.

More specifically, it is proposed that the Preparing for Employment program will be prepared by September, 1973, and tested in various youth and adult counseling and training programs in the fall of 1973. This will provide experience that will be valuable in completing the program

for wider use in the spring of 1974. Then the program will be ready for widespread dissemination and adoption in the autumn of 1974.

Several titles for the high school program were considered: "World of Work", "Career Guidance", "Career Planning", "Creating A Career". The last was selected because it is dynamic, self-explanatory and recognizes that youth have a say over the careers they follow. They create these careers in two ways: (1) by preparing themselves to follow a career in the usual sense of that term, and (2) by creating a career in some of the newer perhaps more entrepreneurial ways, such as exemplified in Opportunities for Youth and Local Incentive Programs. In selecting a title for the out of school youth and adults it was necessary to recognize that high school dropouts have fewer career options than those who complete high school and, therefore, the name Preparing for Employment was adopted.

This proposal was created by a team led by Glen Tippett, and including Paul Curtiss, Arthur D. Smith, James T. Vickaryous, and James B. Williams. The thorough counsel and assistance of Vernon Mullen is also gratefully acknowledged.

D. Stuart Conger

INTRODUCTION

Many students lack any notion of which occupation or career they should prepare for. This is a problem for them and for those who would help them prepare for effective participation in the labour force. The situation led the National Technical and Vocational Training Advisory Council to ask the predecessor of the Manpower Training Branch to prepare recommendations for a guidance program.

The report, Counselling and Guidance for Educational and Vocational Development, subsequently prepared in 1965 for the Council, described the evolving nature of vocational counselling:

> "Until about 1950 vocational counselling followed an over-simplified formula of matching individuals and jobs. The process was essentially rational, attitudes tended to be neglected. With the development of therapeutic counselling there arose concern about whether vocational counselling as a specialty has any place. This was a result of views that all problems are essentially emotional and attitudinal and that counselling should be concerned with the whole person.
>
> "Within the past ten years a changing model has revitalized vocational counselling and it has received growing recognition.... The problem is seen not simply as one of matching but of helping man grow in his vocational role. There is new emphasis on the self-concept as an important factor in occupational behaviour, this term including the way in which a person feels and thinks about himself in relation to occupations and workers, the kind of person he would like to be in making a living. The process of counselling has become psychological rather than logical, with attention given to feelings, attitudes, motivation, and personality.
>
> "The new brand of guidance is not always directed to helping a person to make a specific choice of occupation. Where possible

the approach is developmental, aiding growth in understanding self, work life, and decision making so that the person will be able to handle independently the tasks appropriate to his stage of development.

"While recognizing that development of the whole person is the general goal of guidance, there is utility in singling out vocational development for separate attention:

"1. This area of life is of sufficient complexity and importance to warrant explicit attention.

2. The vocational focus may make counselling more meaningful. Individuals do not behave in a vacuum.

3. Education and work are the media for fostering development which counsellors know best.

4. Vocational problems require different handling than emotional ones.

"Therefore, there is need to provide systematically for those aspects of guidance which have to do with vocational development."

The report on Counselling and Guidance for Educational and Vocational Development went on to provide specific recommendations for the improvement of guidance services in the schools and the (then) National Employment Service. The suggestions for changes in guidance services included the following:

"Counselling - Under the developmental approach, counselling will rarely be concerned with immediate vocational decisions. Instead it will help the student to look at himself, interpret test information, explore occupations, relate information about self and work, develop problem solving skills, and encourage expression of his needs, anxieties, conflicts, hopes as they relate to study and work. This can not be done on a rigid schedule of fifteen minute intervals and it requires a high level of skill.

"Group Guidance - This provides an economical means of dealing with problems common to many students. It prepares students for counselling by reducing preliminary tensions and helping them to use the experience effectively. Further, many experiences which contribute to personal development can occur most readily in relationships with others. Experiment has indicated that a combination of group and individual guidance may result in more appropriate vocational choices than either alone.

"In part, group guidance will deal with work life. Information of this kind is not presented for its own sake but to influence the student's thinking and attitudes. The following are desirable objectives concerned with directions which this influence should take:

"1. Help the student to relate understanding of self to work in order that he may select possibly appropriate occupations.

2. Encourage expression of attitudes and feelings about occupations. Vocational choice is not entirely a rational process but involves emotional and attitudinal factors. It is not what exists in reality in a vocation which will influence occupational thinking but what comprises the person's perception of it. The counsellor must work sympathetically and helpfully with emotional responses. Individual counselling will sometimes be needed.

3. Information about work life should give the feeling of human beings at work beset by problems, reaching to work demands, interacting with other people, and the relation of the job to the worker's life as a whole. Unfortunately, occupational information used in schools has been largely rational and economic, concerned with earnings, training, education, duties, lines of advancement, and certification. This must be supplemented by information of a psychological nature concerned with the worker's role, attitudes and values, status considerations, anxieties, style of life, personality requirements, and sources of job satisfaction.

4. Encourage concern for welfare of all workers, not solely achievement of one's own success. The study of occupations should sharpen

understanding of difficulties experienced by workers in some occupations and by some unemployed groups. Consideration should be given to ways in which conditions may be improved for less fortunate workers.

5. Foster respect for all kinds of work and recognition of the skill and difficulties which occur even in jobs of low level. This is a step towards freeing the student from prejudices which restrict his freedom.

6. Emphasize what the individual can contribute to society through his work and the satisfactions which come from deep involvement and service.

7. Develop an understanding of the nature of careers, e.g., the succession of related jobs through which a person moves in building a career, the successively more definite choices which he makes, that goals are reached by a variety of roads, for some goals one can not train directly but can only put oneself in the way of opportunity, the need for putting off present satisfactions for future gains, the existence of opportunities for some outstanding persons in every occupation regardless of level.

8. Develop an over-all view of work and the scope of opportunities rather than detailed information about specific occupations. This requires consideration of occupations in terms of broad fields and dimensions.

9. Stress expectation of change. Students are not confronted by absolute constants either in themselves or in work but rather with learning how to guide and use change constructively.

"In addition to being concerned with work life, group guidance will help students to understand themselves. Some tests can be interpreted to groups. The uniqueness of each individual should be emphasized. Occupational information provides a non-emotional means for the student to examine his own drives, needs, and values as he perceives himself in various work situations.

"Finally, students must be helped to acquire skill in making choices, decisions, and solving problems related to their development. They should understand the psychological and environmental factors which influence vocational decisions and how this information may be used soundly. Group study of common human problems can provide a wholesome approach to their understanding and mastery, makes the student aware of the universality of many problems, and is one medium through which personality changes may occur. Further, groups may study their peer culture with a view to improving ability to resist group pressures which run counter to individual judgments. Values and their part in decision-making should find an important place in discussion.

"More imaginative ways are needed to make the world of work real to students and to arouse interest in learning about fields which lie outside the range of their choice. Some helpful procedures are direct observation, interviews with people in the occupation, autobiographies of workers, and career conferences. A moderate degree of permissiveness on the part of the leader and group collaboration in planning is likely to predominate in an effective group. Nevertheless, the permissive approach requires skillful leadership or it may founder on peer group influence which can be either positive or negative."

Since the publication of the above recommendations, individual school counselors, school boards and provinces have made improvements in vocational guidance programs. The recently published report by Raymond Breton describing the problems of students provides the underlining of a further need for an improved guidance program.

PART ONE

DISCUSSION OF THE PROBLEM

I THE PURPOSE

From a school population of over 5 million students in elementary and high schools, over 300,000 Canadian adolescents and young adults on current trends enter the labour force every year. Of these new entrants, some will have less than high school education, and many more will have high school level only. Large numbers of young people today, even those with a good education, find the transition from school to work extremely difficult. Somewhat paradoxically, job entry difficulties seem to be evident for people at all levels of academic and vocational preparation even when jobs are available. In his report, Social and Academic Factors in the Career Decisions of Canadian Youth, Raymond Breton says that 30% of high school students have no career goals. There are indications that another 30% have unsatisfactory goals.

The role of the high schools in preparing students for employment is critical. Preparation in large part determines whether the new entrant to the labour force moves to the first step in a career successfully or ends up as a repeating client of the CMC, unable to adapt himself to the world of work.

This study, therefore, examines the concept that this situation can be improved through a high school career guidance program, and it proposes a program to help students acquire information about the world of work,

skills which are required to make decisions about training and career choice, skills required to find and keep employment, and attitudes to training and careers which reflect the contingencies of the socio-economic environment.

II SCOPE AND DEFINITION OF THE PROBLEM

A. The Changing World of Work

Dr. William A. Westley, Director of the Industrial Relations Centre, McGill University, in his Studies of Education and Work sums up the changing world of work which new entrants to the labour force must face. Parts of his review (pages 4-13) have been adapted to apply to the field of guidance as follows:

Among the many changes taking place in modern society, those affecting the nature of work and the character of the labour force are of particular importance. Automation, bureaucratization, and productivity are creating new work environments with new skill and personnel needs. Automation alone, while yet of little real consequence in the alteration of work, has set a trend in which men have become gradually detached from machines and from the kinds of production methods which force them to adapt themselves to the machines. It has made them, in a sense, supervisors of work, at least of machine work.

Bureaucratization also creates very special types of work environments and disciplines. It is a characteristic of most white collar environments, but it also extends to many blue collar work places. Increasingly, as more and more areas of work are consolidated into very large enterprises, work must be organized along bureaucratic lines; that is, it must be highly rationalized and brought under careful centralized supervisory controls. Working in this kind of environment requires very specialized kinds of skills and certain special disciplines. The most significant effect of bureaucratization on work is its tendency to take control out of the hands of the worker and introduce centralized planning instead.

Bureaucratization places an exceptional premium on skills involved in rationality: what has been referred to as capacities for independence, achievement, universalism, and specificity; that is, for (a) taking responsibility and working alone (b) working for high standards and the

capacity to be competitive (c) the ability to see and judge oneself and others in terms of universal standards and as members of some category like full-time workers and (d) an understanding that in a specific situation only certain things are relevant. It is important to remember that they are the capacities for survival in a highly rationalized environment. In fact, they are required to comprehend the nature of the bureaucratic work environment and to find one's way successfully within it.

Increases in productivity have the effect of reducing the work day and week, increasing the time and money available for leisure, and generally reducing the importance of work in the life of man. The high productivity worker is affluent, educated, and leisure-oriented and he creates a work world which requires special qualifications for participation. Indirectly his productivity changes work by decreasing the number of men working in primary industries such as farming, mining and fishing, and increasing the number in tertiary or service industries. This shift in the labour force naturally creates openings for new and varied skills and changes the nature of work prospects.

The major changes in the labour force are the shift in its occupational distribution, the massive entry of women and the increased level of education of all members. Shifts in distribution mean the disappearance of work in the primary sector, and the appearance of opportunity in the tertiary or service sector. In the decade to come, it can be expected that this shift will have accelerated.

The increased participation of women in the labour force seems to have partly removed the normal low skill entry jobs as opportunities for men. Studies have shown that women returning to the labour force after raising families will accept these low skill jobs and are preferred by employers because of their stability. Thus, mothers tend to compete with sons in these areas.

The increased level of education of the labour force has the effect of raising the standards for all jobs. The qualifications for a job are usually those of the last occupant and, with increased levels of education, even fairly unskilled jobs may be expected to require fair amounts of education. Since we are speaking about a <u>trend</u> in levels of education, it is probable that this problem will increase in severity in the future.

One may note another major and serious effect of these changes in the technologically advanced, affluent society. Men on the escalator of education and affluence become more and more educated and affluent while those displaced become relatively poorer and more discouraged. This makes counselling and guidance of central importance in modern educational planning.

Work opportunities and organizations are diverse and complex and any short account would do serious injustice to them. Here the focus is on some general problems of work in the modern world which should be given attention in programs of guidance.

Most men hold many different jobs during their careers. Most of these job changes are on the same occupational or status level, though a sizeable proportion do move sometime during their career between blue and white collar jobs. The increasing pace of technological change will accelerate this movement between jobs, and increase the degree to which skills become obsolescent and retraining is required.

The import of these findings is that a job is in many ways an unstable and perhaps an ephemeral thing, and it may be necessary to prepare students for work careers rather than jobs. To do this, students must be trained in skills which make them flexible and adaptable. This flexibility may lie in training students in core technical skills, which may apply to many different jobs, as well as in communication and interpersonal skills, and that not much stock be placed in the idea that a general education represents flexible training.

Most low skill and therefore entry jobs are also those which are boring and lead most easily to dissatisfaction and alienation. There is considerable and persuasive evidence that persistence and interest in work goes up with the amount of skill required, and that routinized or assembly line jobs arouse dissatisfaction and hostility, and result in feelings of alienation from the work environment. Even under very favourable circumstances it has been noted that people who go from school to work experience "reality shock", finding the world of work painful and disillusioning. Groups as widely different as teachers, policemen and doctors report this reaction. It may be expected that people moving into more trying work conditions would experience it more sharply.

What can be done about reality shock for the newly employed? The answer may be to instill in high school students a calculative orientation to work, along with as realistic an idea of what the work is like as is possible within the framework of the school program.

B. Why People Don't Get Available Jobs

Job entry requirements are almost invariably stated in terms of educational and technical skill criteria, yet when 153 companies were asked to list the reasons they rejected applicants, education and technical competence were ranked only 9th and 29th respectively.

The negative factors evaluated during the employment interview and which frequently lead to rejection of the applicant, as reported by 153 companies surveyed by Frank S. Endicott, Director of Placement, Northwestern University, were:

1. Poor personal appearance.
2. Overbearing - overaggressive - conceited "superiority complex" - "know-it-all".
3. Inability to express himself clearly - poor voice, diction, grammar.
4. Lack of planning for career - no purpose and goals.
5. Lack of interest and enthusiasm - passive, indifferent.
6. Lack of confidence and poise - nervousness - ill-at-ease.
7. Failure to participate in activities.

8. Overemphasis on money - interest only in best dollar offer.
9. Poor scholastic record - just got by.
10. Unwilling to start at the bottom - expects too much too soon.
11. Makes excuses - evasiveness - hedges on unfavorable factors in record.
12. Lack of tact.
13. Lack of maturity.
14. Lack of courtesy - ill mannered.
15. Condemnation of past employers.
16. Lack of social understanding.
17. Marked dislike for school work.
18. Lack of vitality.
19. Fails to look interviewer in the eye.
20. Limp, fishy hand-shake.
21. Indecision.
22. Loafs during vacations - lakeside pleasures.
23. Unhappy married life.
24. Friction with parents.
25. Sloppy application blank.
26. Merely shopping around.
27. Wants job only for short time.
28. Little sense of humor.

29. Lack of knowledge of field of specialization.
30. Parents make decisions for him.
31. No interest in company or in industry.
32. Emphasis on whom he knows.
33. Unwillingness to go where we send him.
34. Cynical.
35. Low moral standards.
36. Lazy.
37. Intolerant - strong prejudices.
38. Narrow interests.
39. Spends much time in movies.
40. Poor handling of personal finances.
41. No interest in community activities.
42. Inability to take criticism.
43. Lack of appreciation of the value of experience.
44. Radical ideas.
45. Late to interview without good reason.
46. Never heard of company.
47. Failure to express appreciation for interviewer's time.
48. Asks no questions about the job.
49. High pressure type.
50. Indefinite response to questions.

The many reasons for rejection provide convincing evidence of the attentiveness of the employer to personal characteristics and the need to ensure that vocational guidance includes training, not only in the characteristics of the world of work, but also in the life skills sought by employers.

C. Bridging the Gap from School to Work

Two main problems hinder young people in making a smooth transition from school to work. Too often they take the first job available without giving serious consideration to matching their qualities of education and ability to a particular position or job cluster. Furthermore, many students just do not know how to go about getting a job. Even well-trained, well-educated adults do not know how to conduct an effective job search.

1. Problems in Formulating Career Goals

Studies of student concerns almost universally identify career goals and jobs to be important for youth of both sexes. Considering these various studies along with the findings of the Breton report, the central factor in vocational development is a career goal. Students who have formulated a career goal show markedly different behaviour in a number of ways from those who have not. Lack of a career goal is associated with a number of behaviours and perceptions (Breton, 1972):

"The perception of a future with meagre opportunities - poor chances of success in post-secondary school, a high degree of anxiety about finding a job, and the feeling of having below-average chances of getting a good one - are attitudes that were associated with the lack of a career goal.

"The sense of powerlessness about the future - feelings that reflect a low sense of control over the course of events and that an individual's present activities are not relevant to what lies ahead - are associated with vocational indecision.

"Attitudes toward work: students who consider work inherently rewarding are less likely to be without a career goal than those who value it for its intrinsic benefits.

"The experience of handicaps to decision-making: vocational indecision is associated with a low degree of vocational competence or vocational decision-making ability (especially among girls); it is also associated with dependence on others for vocational decision.

"There is a tendency among certain students not only to be without a career goal, but also to abandon the search for one. Vocational decision-making appears to have been given very little conscious attention, and for some adolescents indecision is a manifestation of complete withdrawal from the challenge of reaching such a decision. The style of accommodation that they apply to the future dilemma of occupation is apparently one of 'drifting', although even an apparently carefree 'drifter' may be experiencing a high level of anxiety."

Breton also reports that 30% of high school students are <u>without</u> a career goal of any kind. If 30% say they have no career goal, it can be expected that easily two-thirds of high school students are without a firm and appropriate career goal.

The student faces a largely, and sometimes totally, unknown world of work which itself is in a state of constant change and whose gatekeepers have set entry standards largely irrelevant to the school curriculum.

This lack of information is more damaging when it is supplemented by misinformation and false conceptions about entry requirements and the scope of various occupations. Without adequate, accurate information a student cannot make a realistic career choice. Furthermore, as he faces this situation, the student is expected to make good decisions at a time when he is experiencing all the vicissitudes of adolescence.

In the light of these conditions it is, perhaps, not surprising that such a large percentage of students have not made appropriate - or indeed any- career decisions.

In attempting to reach a vocational decision, there are three factors that seem to be essential: a positive self-concept, relevant occupational information, and decision-making skills. Each will be examined briefly to show its significance as part of the problem that students face in formulating a career goal.

a. Self-concept

A career decision can be viewed as one aspect of general self-development. The decision extends over a number of years and involves a series of choices. The development of a self-concept involves much trial and error experience with a variety of activities, resulting in a gradual increase in knowledge of the world, especially of the world of work.

Along with this increase in knowledge comes an increasing amount of critical decision-making and independence. Individuals seek out opportunities compatible with their views of themselves, making choices as a product of personal preferences and available opportunities. However, cultural expectations also influence decisions on course of action, and some choice points are socially considered more critical than others. All these critical decisions and choices reflect the degree of self-concept which each individual has attained.

The theme of self-concept as a key factor in the process of vocational development occurs repeatedly in Breton's report. He says, for example, "...failure to express an occupational preference is not a random phenomenon. Rather, it is associated with a number of attitudes toward self, and toward self in relation to the future....The experience of identity problems: a low degree of self-knowledge shows a strong association with the lack of a career goal (page 51)...The intention to finish high school and to continue to post-secondary education is associated with positive self-attitudes: self-knowledge, self-acceptance (page 129)...Vocational support from significant others is strongly related to the probability of the lack of a career goal and to the degree of self-knowledge...(page 331)." Breton also speaks of levels of anxiety about the future and how vocational decision-making ability involves elements of self-knowledge and self-reliance by which an individual tests his self-conceptions against environmental reality; the whole extent to which an adolescent feels that events are under his

control is significant in career development and career decisions.

Because the notion of self-concept is such an important factor for high school students in formulating a career goal, and because the idea of trying to develop a positive self-concept in high school students is such a fundamental part of the Career Guidance program, this section examines more carefully what is meant by self-concept.

"Self-concept" is usually defined as a person's total view of himself; the person's cognitive representation of all that seems to be "I" or "me". It is what an individual believes about himself.

A person's self-concept constantly changes as a result of his interpretations of his behaviour in a variety of situations. As such, "self-concept" involves the structuring of the developmental sequence, providing a view point from which an individual organizes and interprets his life.

It is most fruitful to view "self-concept" as an organized set of generalized expectancies held and acted upon by the person with respect to certain tasks in certain situations. The person believes that if he performs a certain behaviour on a certain task in a particular situation, then a certain outcome will occur. In general, people behave in such a way as to make their expectations come true, generating a cycle of self-fulfilling prophecies. The person, through his expectancies, operates on incoming data, accepting, rejecting, modifying, distorting, magnifying and ignoring various aspects so that the product is not too discrepant with his expectations.

On the basis of this highly processed data, he behaves. If his expectancies are for success and competence, then he behaves in a manner which helps fulfill these expectancies. The contrary is also true and is typically referred to as a "negative self-concept", i.e., the person expects to fail and therefore behaves in an incompetent manner.

In his review of six major conceptualizations of this process (Breton, 1972, pp. 19-24), self-concept is either an explicit or implicit variable in each formulation. Each model of the vocational choice process includes these elements: "notions corresponding to 'self-hypotheses', 'reality testing', 'modification of self-hypotheses', 'conflict resulting from internal inconsistency or experiential incongruency', and 'perceived environment'." (Breton, 1972, p. 20) As is readily apparent, all of these elements are closely tied in with the "self-concept". A basic consideration in all of vocational choice involves the nature of the relationship between the individual and the occupational environment. The person "possesses a number of characteristics and the occupational environment has a certain structure. When making a vocational choice, he attempts to match the two: to test his personality traits against external opportunities". (Breton, 1972, p. 24). Again on page 25, Breton states that "making a vocational decision...entails testing conceptions of self and of self-in-environment against various features of that environment. The individual's conceptual self-system includes his assessment of his own abilities, interests, and general attitudinal approaches to self (for example, self-esteem) and to life (independence).

This testing process involves perception of, and information about, the future environment, and the mental assumptions of various roles in that environment."

The two major aspects analyzed by Breton are:

i. Conceptions of self and self-in-environment where the focus is on the ambiguity, lack of clarity or differentiation of the self-concept in terms of preferences for various activities and the overall evaluation of the extent to which the person feels he knows his own interests and abilities enough to reach a decision. "We expect to find that the vocationally undecided person is also less clear as to who he is and as to what are his own strengths and weaknesses" (Breton, 1972, p. 27).

ii. The other area of concern involves "attitudinal approaches to self and life problems". "The implementation of self-concepts in the vocational decision-making process is probably related to the individual's own degree of self-acceptance. It is also likely that the process of reality testing is hindered if he feels inferior and unworthy, a feeling which is characterized, among others, by a condition of doubt, leading to indecision about the future." Since self-acceptance and the feeling of self-knowledge are associated, Breton makes a general hypothesis that "those who experience a general problem with self-identity are also handicapped in the formation of vocational identity, and this is

reflected in terms of a higher probability of indecision or uncertainty about the future." (pp. 27-28). Other aspects of self-concept important for vocational decision making include "independence in decision-making", "fear of failure vs hope of success", "flexibility in changing life premises" and "type of reaction to success and failure". The data presented in Part One of the study show the influence of:

a. attitudes concerning personal identity
b. the sense of personal control over future events and independence in decision-making (balanced self-determined behaviour)
c. anxiety about finding a job
d. amount of knowledge and preparation for vocational decision making
e. attitudes towards work and achievement

This large area of self-concept theory can be divided into three parts:

i. Self-esteem (positive or negative self-regard, competence motivation, achievement motivation, hope of success vs fear of failure, approach or avoidance relations to life);
ii. Knowledge (the amount, organization and accuracy of knowledge of the (a) self: abilities, aptitudes, attitudes, interests, temperament, values (b) the environment:

opportunities, restrictions, barriers, dangers and (c) the relation between self and environment: self in the environment);

iii. Degree of balanced self-determined behaviour (co-operative vs competitive internal-external control, feelings of personal control over present and future events).

In summary, the self-concept provides the person a way of organizing his world and his place in this world. It involves a readiness to behave, respond, act or react in certain ways in certain situations in line with the expectancies the person holds. It involves feelings and evaluative judgments of self-worth, personal potency, self-determinism, and competency.

Breton concludes his study with this hypothesis:

> "The effect of social structural variables on goal-setting behaviour tends to be more pronounced when an individual is not experiencing serious personal identity problems....Career decision-making implies a certain relationship to himself before a relationship with the environment can be established." (p. 395)

In general, an individual must cope with problems related to his own identity and emotions before he can effectively cope with external circumstances. He cannot make a responsible career decision until he has first developed a positive self-concept. He must be able to explore and appraise his capabilities and gain the self-confidence and balanced self-determination necessary to decide his occupational future.

b. Occupational information

Information provided about the world of work is to a large extent presented in terms of each single job rather than patterns or families of jobs, and the information provided is largely economic in the sense of training required, employment conditions and rates of pay. More imaginative ways are needed to make the world of work real to students and to help them classify and apply information about the world of work to their own career decisions, because in making a vocational decision a student tries to match his personal characteristics with those of the occupational environment (Breton, p. 25).

Some of the limitations of current methods of providing occupational information were described by Samler (1961) who questioned the adequacy of the information provided to students:

> "The same kind of rich consideration of personality dynamics that now dramatizes assessment and understanding of the client is not available in considering the role and function of work. We look in vain for a dynamic appreciation of work in terms of the individual's role, his self-concept or identity, the exercise of his attitudes and fulfillment of his values, status consideration, and other related factors.
>
> "And yet there is no longer any serious question that work is much more than a means of paying the supermarket cashier or of meeting mortgage payments. Work is a way of life; it affects the way we think of ourselves, the neighborhood we live in, the kind of clothes we wear, our leisure time activities, the friends we make, the values we hew to -- the list is endless.
>
> "Although systematic research has still to validate it, there seems reason for thinking that occupational adjust-

> ment, the complex we identify as job satisfaction, may be much more dependent upon psychodynamic aspects than upon wages, duties, hours of work, physical conditions, and so on.
>
> "The picture occupational information presents today is one of the Economic Man. It is a one dimensional portrayal of man who, contrary to the soundest of folk wisdom, lives by bread alone. There is no question of the need for a common framework of economic considerations, wages, competitive conditions of training and education, the duties performed in payment for wages received, the lines of advancement, the certification and union membership conditions, and so on. But the skeleton, like all such structures, lacks individuality, character, and uniqueness. For the central orientation of the economic man, the technique of choice for occupational information is job analysis and indeed as the nature of occupational information is revealed, this is precisely how such data are gathered. This is true for the capsules in the DOT, for the descriptive material in the OCCUPATIONAL OUTLOOK HANDBOOK and for their large following of commercial publications of occupational information.
>
> "It seems a fair statement that as far as present resources in occupational literature are concerned, information that would characterize the Psychological Man at work is deficient or nonexistent. We refer here to the worker's role, his ability to work at a task that is congruent with his identity, the exercise of his values and attitudes, considerations of status, ways of meeting anxiety, patterns of interaction with others, out-of-work style of life, and totally, the way in which his personality needs will be met. They are all the considerations that deal with personality dynamics not infrequently so well taken into account in assessing the counseling client."

The general unsuitability of information and data about the world of work is part of the problem; to that can be added the general inability of high school students to develop career profiles of their own which they can match with reality in the process of making a vocational choice.

There is a need, therefore, to prepare occupational information literature that describes not only the structure of occupations, but also reflects the ideas and insights so essential for understanding what it is like to work at a given occupation. Furthermore, students need to learn systematically how to apply this type of information to the process of relating themselves to the world of work and formulating a career goal.

c. Decision-making skills

If a student does have a positive self-concept and useable and meaningful knowledge of the world of work, he is then faced with the problems of making a decision. The decision is an exceedingly important one because he may have to live with it for 50 years, and it will determine his income, friends and style of life for the rest of his days. Any decisions he might have had to make up to this point are trivial by comparison and he has not had training in the decision-making skills.

Students are not taught decision-making skills in school although they are experiencing a time in their lives beset by many developmental problems incurred in the transition from childhood to adulthood. The extent to which decision-making is normally dealt with in schools is (1) by admonition and (2) by application of problem solving procedures to mathematics, chemical experiments and perhaps one or two other subjects. The student is seldom taught to use the set of decision-making skills in studying, extra curricular activities or in occupational choice.

The procedures of decision-making are specific and they can be taught. They are essentially logical or rational skills that are likely to be used only when the person has achieved balanced self-determined behaviour. Otherwise, the student is likely to make impulsive decisions or avoid making any decision at all.

In deciding on a career very few students use the following decision-making steps properly or even at all:

1. Recognize the need to make a decision.
2. Define the parameters of opportunities available.
3. Realize all of the alternatives.
4. Obtain appropriate information.
5. Evaluate the alternatives against his resources.
6. Identify the steps that he will have to take to achieve alternative goals.
7. Decide on the goal and the route of achievement.

There is a need to teach these skills in the context of career guidance. The notion of career choice being the search for a "round hole" for the "round peg" has been a pathetically inadequate description of the process of occupational choice.

2. Problems in Getting Jobs

The failure to make a career decision is a factor in job-getting because the decision to seek work is often postponed until a direction of action is determined. This situation often leads to a withdrawal from seeking work or a misdirected effort which is bound to be ineffective. Prolonged unsuccessful job search often leads to accepting unemployment as preferable to the degrading experience of continued rejection.

In addition to academic and technical competency and the personal qualities required for job entry, there are a number of other skills associated with getting a job. Many students leave school without the knowledge and skills associated with:

(a) sources of information about job openings.
(b) agencies and individuals who can assist in job search and placement.
(c) written job application techniques.
(d) job interview techniques.

Failure to find work can usually be attributed to one or more of these factors.

D. The Schools

Systems of education in Canada at different levels and in various types of institutions have provided programs to develop the potential of their

students. However, schools have not seen preparation of students for the world of work as a prime objective. Breton reports that only 60% of all teachers consider career preparation to be the most important purpose of high schools, and that only 50% of counsellors have this view. In the 1960's, the federal government's cost-sharing made possible massive expenditures for expanding vocational training.

In spite of these efforts, however, significant numbers of adolescents and young adults are not attaining and retaining employment. Failure to attain employment is not always the result of a lack of technical competency, nor entirely the result of a job shortage. Trained young people have skills required for many occupations and even when there are jobs available, they may lack the skills to obtain jobs and may be unoriented to work related to their level of competency.

The following sections, while general, describe the educational system.

Elementary School. This level of education is generally considered to be grades one to eight, with some modifications in particular provinces. The main purpose of this level is the development of basic skills in communication and mathematics, along with auxiliary studies in sciences, social studies, and activities for physical and creative development.

No major emphasis is placed on career choice and preparation in elementary schools. Some general career decisions are made at this level

with the choice of a particular high school program, which thus effectively limits a student's career choice. In these cases, it should be emphasized that the student probably uses few decision-making skills, since the alternatives are largely explored and the solution chosen for him by parents and educators. In spite of a few exceptions, however, the elementary school function is seen and operated as a general education program, fairly broad in nature, in preparation for further education.

High School. Largely as a result of increased enrollment, due in part to student response to "stay in school" persuasion and to increased numbers of high school age students, high school systems have responded to broadening needs by offering increasingly comprehensive curricula. Comprehensiveness of program offerings is usually brought about by way of additions to the academic program in the form of alternative and elective courses. The comprehensiveness of a school is largely determined by its budget, physical plant and enrollment, by policies of departments of education and school boards and other factors affecting school size and by kind and level of service delivered. A general trend exists nationally to increase comprehensiveness of high school programs, but because of parents' wishes and the traditional view that high schools are meant to prepare students for university, the majority of our high schools are largely academic oriented, allowing relatively little choice of program. Even children who want to go to a technical high school may be sent elsewhere because parents have academic ambitions for them.

Even though they are still few, a growing number of schools are classified as comprehensive. However, a comprehensive program usually means that the school offers a university preparation program and a slightly modified university entrance program, and only sometimes a vocational program.

Significantly, however, programs in comprehensive schools are not necessarily designed to meet the needs of the employment market; instead they tend only to stream students into non-academic training more suitable to their varying abilities, regardless of career opportunities.

In spite of improvements in the educational system, the following problems are still evident:

1. People are still leaving the system with less than functional literacy. Because this problem may be to a large extent associated with cultural factors, and therefore minority and regional, it tends to be overlooked. There is a high propensity to unemployment and need for social support generally for the group through the rest of their lives.
2. People drop out of high school and become members of the labour force without adequate preparation. The average level of education in Canada is 10 years of schooling, and youth with less than 11 years of school represent 72% of the unemployed.

3. Even those students who complete high school find that they are not adequately prepared for employment. It is notable that these people are from both academic and vocational streams of the school.
4. Nearly 50% of all registered clients at CMC's are between 15 and 25 years of age.
   (Figures from Youth Division, Manpower Utilization Branch, 1972.)

Because of these problems, major remedial programs such as CMTP, Adult Literacy, Training on the Job, Manpower Corps, Work Activity Projects, Creative Job Search Technique and other training and job placement programs have become necessary for hundreds of thousands of Canadians.

The school system and these remedial programs do develop academic and/or technical competencies, but they assume that students will coincidentally gain the life skills and make the career choices necessary to prepare for, obtain, and retain suitable employment. The situation is that an alarming number of graduates do not have the necessary information, skills and attitudes to make a good career choice. Furthermore, large numbers of drop-outs who never complete academic and vocational training are even worse off, since they have neither the academic and technical competencies nor the required information, skills, and attitudes to enter the world of work successfully.

Ultimately one must conclude that academic and technical competency, while necessary conditions for employment, are not sufficient. In general, education training programs, both within the school system and out of it, fail to address the additional need of helping students to develop their own self-concept, of teaching them a system of collecting and using information on the world of work, and of developing in them the skills and attitudes to be able to make a career choice, to plot the required training, and to find suitable employment and keep it.

E. Guidance Services

The guidance movement began with the idea that the school could assist students to prepare for an appropriate occupation. The recommended program set in 1918 for guidance was (National Education Association, 1918, page 16):

1. a survey of the world's work
2. studying and testing pupil's possibilities
3. guidance in the choice and rechoice of a vocation
4. guidance with reference to preparation for a vocation
5. guidance in entering upon work; that is, "placement"
6. guidance in employment, that is, "employment supervision"
7. progressive modifications of school practices
8. progressive modification of economic conditions.

This approach to guidance persisted for a dozen years and centered around three objectives (Ginzberg, 1971):

1. analysis of the students' interests, capabilities and temperaments
2. study of occupations, occupational requirements and employment projections
3. fitting the student into the occupational field suited to his interests, etc.

As the movement grew and became integrated in the schools, it began to reflect and support the goals of the school. Thus guidance changed from strictly career guidance to general educational guidance, or guidance which supported the role of the high school as preparation for college.

The changing function of guidance in the 1930's was described by the following listing of a counsellor's duties (Williamson, 1939):

1. collecting school census data
2. maintaining school attendance and removing causes of non-attendance
3. providing physical health facilities and dealing with physical disabilities
4. classifying and distributing students to curricula and classes in line with their needs and aptitudes
5. assessing and overcoming emotional disturbances and distractions
6. assisting students to utilize their assets and reduce their liabilities

7. providing adequate analytic and diagnostic services for orientation and counselling
8. assisting students to utilize school activities in line with their needs
9. assisting in placement in after-school activities and work.

By the 1960's, guidance moved further in the direction of supporting the school's college-prep role but also further to individual counselling. These changes were reflected in the separation of the counsellor from the teaching program, and in the preparation of counsellors by greater emphasis on counselling psychology.

The present situation in guidance may be described in these ways:

1. "In the junior high school the counsellor's role is to slot students into tracks...In the senior high school most of the counsellor's time is spent with those seniors who plan to go to college." (Quoted in Ginzberg, 1971, page 223.)
2. Guidance essentially aims at assisting students to implement already conceived plans (i.e., go to college) without reference to preparing them to make such critical career decisions or to developing in them the extra-curricular skills and attitudes needed to obtain and retain employment.

3. Guidance is available and used by only part of the school population and does not actively intervene with those who are not aware of its services or feel that counselling is not needed. (Breton, 1972)
4. Guidance materials such as job descriptions, vocational tests, Dictionary of Occupational Titles, etc., are seldom used in any programmatic sense.
5. Not more than 15% of high schools have full time guidance counsellors (Breton, 1972) and, considering the current pressures on school budgets, no significant increase is foreseen in the near future.

Guidance has never occupied a position of great influence. While the need for guidance is accepted, the delivery of guidance services has usually beeen contingent upon the availability of a guidance counsellor. The development of effective guidance programs in most schools, therefore, is being held in abeyance until the personnel are provided to organize and deliver the service.

Thus the role of guidance has placed less emphasis upon its original purpose of preparing students with the best basic tools of relating to the world of work, and has tended to move in the direction of providing an auxiliary service to that of teachers. This position is based on the supposition that guidance as a service will be able to attract those students who are in need of its services, but this has not happened in practice.

The Breton study finds that students who have not formulated a career choice, or who are not doing well academically, are more likely to be unaware of a guidance counsellor or a guidance program.

In examining the role of guidance where it does exist in current school programs, the guidance counsellor is clearly distinguished from the rest of his colleagues in the institution by his lack of an organized program and a structured approach toward meeting the needs of the student body. This lack of a program demonstrates itself in the following ways:

1. It makes guidance a passive program in a normally active institution. When teachers of the academic curriculum are actively approaching the students with a program that is either required or an elective of value, and within the curriculum presenting an organized set of experiences, the guidance counsellor waits in his office for the students to approach him and request his services.
2. It limits the counsellor's contact to a small number of students who voluntarily seek him out or are referred to him by other members of the staff.
3. It has placed the counsellor in a position of a crisis intervention specialist. Because students who most need his services tend to go to him only in difficult circumstances, they perceive a visit to him much like a visit to the principal or a dentist.

4. It has given him a flexible time schedule which in turn makes him available to support the administrative duties of the school, operating the testing program, record keeping or playing truant officer. Thus the counsellor may spend much of his time dealing with situations which should be tangential to his major role of career development.
5. It has made guidance counselling difficult to evaluate, as the only measureable factor before school boards is the cost, and there is no loss of visible program if the service is dropped, thus placing guidance at or near the top of items which can be cut in case of other priorities or financial difficulties.

High schools and high school students today are faced with an increasingly complex educational system which involves critical decisions in curriculum choice; a tendency to impersonal instruction because of specialization; a larger school population, which lends credence to the "student-as-a-number" argument; and the lack of a planned program of guidance and counselling service to assist the student to make the transition from school to employment effectively.

Some symptoms of this unhappy situation are that:

1. approximately 30% of high school students lack a career goal of any kind.

2. career information, while available in some form, is not being brought to students' attention in an organized manner.
3. career decisions are seen as desirable, but no pre-requisite skills of decision-making are developed.
4. information, skills and attitudes to work to expedite and facilitate career choice and the transition from school to work are not developed.
5. students within this situation, in addition to the physiological and psychological strains associated with adolescence, experience considerable anxiety. They are not able to develop a mature awareness of their own self-worth, interests, abilities and values and are not able to explore rationally any new interests, abilities and values in relation to the vitally important transition from childhood to adulthood associated with leaving school.

Some elements of good guidance programs are in use in individual high schools and school systems, but they are not yet widespread. Their best features need to be incorporated in a career guidance program which can be implemented in all high schools in the country.

In a recent report, "A Program for Career Guidance in Schools", Gerald Cosgrave sees a number of choice points facing students during their school

life. When a student approaches one of these decision points with limited career development, he is unable to make a reasonable choice. Cosgrave recommends a natural process of development throughout school life from the early elementary school grades to the end of high school in order that students be ready in advance for choice points and entry into new environments. The aim of the program would be to help young people as they form their attitudes towards work, move from familiar to unfamiliar conditions, and make decisions whose consequences they cannot see. The program should aid the development of attitudes, understanding, and skills which enable a student to make career decisions and adjustments for himself, with general understanding of work life at an early stage and shaping a personal career at later stages. The program should use group procedures, informational media, and other self-help techniques, but students who face special obstacles at decision points may still need individual counselling.

A career guidance program of this nature is clearly needed to bridge the gap between the academic and technical competencies provided by the school system and the requirements of preparing for a career and entering the world of work successfully.

The essential problem of guidance today is that it does not have a program (including the materials, methods and other resources) to meet the objectives of preparing high school students to make a vocational decision. It was in 1962 that Donald E. Super (1962, page 1) defined

vocational counselling as having two fundamental purposes: "to help people make good vocational adjustments, and to facilitate smooth functioning of the economy through the effective use of manpower". Today - a decade later - the methods of making these valid objectives a reality are not present in at least 85% of Canada's high schools.

F. Summary of the Problem

1. Large numbers of students enter the world of work without adequate preparation, and changing conditions of work aggravate the problem.

2. Negative personal characteristics hinder people from getting jobs even more than lack of education and training.

3. The development of positive self-concept is important in successfully handling employment interviews and it is an important part of preparing to make career decisions, yet the school curriculum has been planned to develop only academic and technical competency. The problem is that most school programs do not include specific training which leads to the development of a positive self-concept in adolescents.

4. Both the "completing" and the "not-completing" find the transition from school to employment to be difficult. Information about jobs and the world of work by itself,

even when available, is not enough. In the majority of cases, no curricular experiences exist in schools for students to become aware of themselves, learn about the world of work, make appropriate career decisions or develop skills and attitudes required to bridge the gap from school to work.

5. Because most school guidance programs are not designed to facilitate the transition from school to work, and because guidance counsellors are not universally available, many students leave school and enter the labour force without having made a firm and appropriate career choice and lacking the personal skills to seek, obtain, and keep employment.

There is a need on both humanitarian and economic grounds for a program of guidance, useable in any high school in Canada, to develop in students a positive self-concept, a knowledge of the world of work, and decision-making skills so that they may decide upon a career, prepare themselves for it and then seek, obtain and keep suitable employment.

PART TWO

DESCRIPTION OF THE PROGRAM

III REQUIRED COMPONENTS OF A CAREER GUIDANCE COURSE

The problems of students in effecting a successful transition from school to work have elements of some or all of the following four components:

1. a concept of self that prevents the student from using his capabilities appropriately and effectively.
2. ignorance and misunderstanding of the nature and characteristics of the world of work.
3. lack of decision-making skills required in the formulation of career goals.
4. inadequate or inappropriate skills in obtaining or retaining employment.

Some individual teachers and some schools have developed career guidance projects which address to varying degrees one or more of these factors but few have been comprehensive. A truly comprehensive vocational development program would have to be integrated into the entire curriculum beginning with the first grade. What is needed to meet the immediate situation is a course not exceeding one semester in duration that is comprehensive, deals effectively with the major problems and can be conducted in any high school.

The ultimate objective of vocational development is entry to a job which is the first step in an appropriate career for the individual.

The activities in preparing oneself for this career entry should focus on formulating a career goal through developing positive self-concept, the use of information about jobs, and skills of deciding plus the skills to make the transition from school to work.

1. Developing a positive self-concept

Breton (pages 27-28) pointed out that the student must have a positive sense of his own identity, a sense of personal control over future events, and associated with this independence in decision-making, a feeling of adequacy plus flexibility in changing his life premises.

The vocational counseling program will, therefore, be designed to help the student acquire the following:

a. Self-esteem (positive self-regard, competence motivation, achievement motivation, hope of success vs fear of failure, approach relations to life);
b. Knowledge (the amount, organization and accuracy of knowledge of the
   (i) self: abilities, aptitudes, attitudes, interests, temperament, values,
   (ii) the environment: opportunities, restrictions, barriers, dangers, and,

(iii) the relation between self and environment: self in the environment);

c. Degree of balanced self-determined behaviour (independence in decision making, appropriate use of other's knowledge, ideas and suggestions, internal-external control, feelings of personal control over present and future events).

2. Knowledge of the World of Work

It has been seen that students are frequently ignorant of and misinformed about the nature of the world of work. Current guidance programs often make only the information available and then only about specific jobs. With some 20,000 occupations available in Canada, this approach to the study of work appears unrealistic. Instead, the experiences to be planned in vocational counseling should begin with activities to develop an understanding of the broad nature of work, the structure of work organizations and factors affecting participation in employment and its conditions before any study of specific or even groups of jobs should be begun. The attention should be on the worker's role - "his ability to work at a task that is congruent with his identity, the exercise of his values and attitudes, consideration of status, ways of meeting anxiety and totally the way his personal needs will be met" (Samler, 1961). A study of the world of work can be made objectively and rationally if general understandings are developed before forcing a career decision.

3. Skills of Decision-Making

Student's lack of skills to make decisions have also been identified in defining the problem. A decision situation is one where a choice is required from a number of possible courses of action. If the student has an understanding of the world of work, he will have a wide display of alternatives. From his developing knowledge of himself, and a growing positive self-concept he will be able to narrow this wide range of alternatives to a smaller number of possible alternatives by a rational process of matching his known personal profile with occupational profiles.

Rather than developing decision-making and problem solving skills in a general way, or by assuming that problem-solving skills developed in other subjects will be applied, the approach in vocational counseling should be situational by practicing this matching of personal and occupational profiles as a means to a career decision. In this manner a number of tentative career decisions are likely to be arrived at and perhaps modified by various contingencies as the student completes the various steps toward his goals in school, in further training and when entering his first job.

The deciding process then will have a focus of career planning, involving not only the formulation of a long-term goal but identification of and a natural process of deciding at the various choice points which are presented as the student proceeds to prepare to achieve the goal.

4. The Transition from School to Employment

As further identified in the problem, many otherwise employable people do not get jobs because they lack the skills of getting a job. Therefore, in vocational counseling, in addition to the formulation of a career goal and the carrying out of plans to achieve the goal, skills should be developed to seek, get and keep a job. These skills include identifying sources of information about job openings, effective use of these sources, applying appropriate job application skills and displaying proper and appropriate behaviour at the time of the first and subsequent employer contacts.

In summary, the career guidance program must include experiences which assist the student to:

(1) develop a positive self-concept, consistent with the environmental factors which affect career decisions and appropriate work orientation.

(2) develop a knowledge of the structure of the world of work and factors affecting participation and conditions in the world of work.

(3) develop skills of deciding which can be directly applied to choosing a career.

(4) develop skills which can be applied to seeking and getting a job.

IV OVERVIEW OF THE PROGRAM

A. Objectives

The program objective is to develop knowledge, skills and attitudes: for career decision-making, enabling increased numbers of students to develop a firm and appropriate career choice and to ensure that their transition from school to work is characterized by improved potential for obtaining and retaining employment.

1. Course Objectives

a. To provide instructional experiences which will assist students to: develop balanced self-determined behaviour; become aware of their interests and abilities; develop new interests and abilities; and evaluate them in relation to a variety of career alternatives.

b. To provide the student with an understanding of the key concepts, principles and structures of the world of work.

c. To assist the student to develop the skills he will apply to decision-making for career planning.

d. to assist the student to develop skills he will apply to seeking, attaining and retaining employment.

2. Terminal Objectives

The course objectives are restated in more definitive terms, as

terminal objectives that describe the skills and behaviours which the student will be able to exhibit during and at the conclusion of the course.

a. The student will demonstrate balanced self-determined behaviour, confidence and ability to make and implement responsible decisions, based on personal choice weighed against social and occupational norms, to modify or retain any or all of his identified personal traits by:

   (i) practising responsible and appropriate behaviour in given situations.

   (ii) creating a personal profile of his interests, abilities, aptitudes, attitudes, self-worth, temperament and values.

   (iii) comparing his personal profile with a given profile of social and occupational norms.

   (iv) developing a revised profile consistent with his personal choice.

   (v) modifying personal traits where necessary to make his personal profile consistent with the desired profile.

b. The student will demonstrate skills of gathering, classifying and analyzing information on the conditions and structure of the world of work and of the different factors which have a bearing on occupations and on career development by:

(i) preparing a comprehensive profile of a given occupation or occupational family.

(ii) preparing and classifying a personal catalogue of "career and occupational information".

(iii) analyzing the information obtained to:

(a) determine the relationship between the different factors.

(b) compare the duties and conditions of employment for a given occupation in different industries.

(c) compare the interpersonal relations, factors in job satisfaction, measure of authority and responsibility and the exercise of personal characteristics in typical occupations with his own aspirations and personal profile.

c. The student will demonstrate decision-making skills related to career choice by:

(i) preparing and testing a plan for a given situation which requires decision-making skills.

(ii) preparing a realistic and appropriate personal plan including such factors as education, training and experience for developing and implementing a career goal.

d. The student will demonstrate appropriate job application

techniques and the ability to ascertain and function within employer expectations by:

(i) identifying and using sources of information about job openings.

(ii) practising appropriate written job application techniques.

(iii) practising appropriate job interview techniques.

(iv) identifying and practising behaviours to function effectively within employer expectations in a variety of given situations.

B. Content Overview

The course consists of four components, each designed to include appropriate instructional objectives and activities. The four components are:

1. Developing the Self: in which a student can identify his personal traits and take steps to modify or retain them to facilitate career planning and obtaining employment.

2. Surveying the World of Work: in which the student can obtain, interpret, and analyze general and specific information about various types of jobs and employers.

3. Planning a Career: in which the student can use strategies

and techniques to make responsible personal career decisions, choose alternative methods for each, and to formulate timed and sequenced plans which indicate decision points, activities, options available, and required resources relevant to an ultimate career choice.

4. Developing Job Search Techniques: in which the student can practise appropriate job application methods and appropriate methods of functioning effectively within employer expectations.

As a general process, the development of skills will evolve through a pattern of practicing the skills and then applying them to the specific career situation. For example, students will learn how to make plans for a career choice, practise the matching of occupational and personal profiles and then apply the same process to the formulation of his own career goal and subsequent modifications of it. This process allows the skills to be developed in an objective and somewhat impersonal manner, divorced from the anxiety of forced personal involvement. Facing the personal problem of career choice, the student will then have the tools and a pattern of behaviour unique to his career planning.

The learning experiences will be designed so that there is a high teacher direction during the early part of the course and increasing student direction and independence of action during the latter part of the course.

V DEVELOPING THE SELF

This component will provide the student with a systematic approach to understand himself in relation to the world of work, to make responsible decisions, to modify inappropriate traits, and to practise balanced self-determination. It does not attempt to develop a self-actualized student in all aspects of life, but limits itself to those attitudes and behaviours which are relevant to the world of work.

Most jobs require good peer relationship as well as subordinate-superior relationship. Much communication is non-verbal, feedback constantly occurs, and most job activities require a high degree of cooperation and communication with others. The development of these skills is not effectively addressed in the school curriculum. This component will attend to the development of these human relation skills.

Jobs have characteristics which vary according to their environmental and physical conditions, and ability and aptitude requirements. People have to relate their personal traits and aspirations to the job characteristics, to select the most appropriate job and to modify themselves accordingly. Students are generally unaware of their own personal characteristics as they apply to the world of work, and they have problems selecting an appropriate career. They do not know what modifications to their traits may be necessary, and some experience a traumatic jolt when they finally realize what a job requires or that they are unacceptable to potential employers. The component will, therefore,

assist the students to modify their behaviours when necessary. All jobs require perseverance, reliability and responsibility; these attributes will be rated by teacher and peers throughout the component, and the students will be made aware of the implications such attitudes have on hiring, evaluating, promoting and firing employees.

Jobs require people to move back and forth from active to passive roles. Generally speaking, employers do not expect juniors to argue their decisions actively, yet they often expect them to accept the responsibility of participating in discussions leading to or from decisions. An academic curriculum does not help the students to realize these implications or to develop the skills of balanced self-determination. The component will, therefore, help the students see the need for and practice these skills.

A. Content Description

The planned activities for this component will be based on a number of skills and behaviours which contribute to self-development:

1. Attending behaviours

Attending behaviours are interpersonal communication skills, the use of which improves everyday communication between people. They are the verbal and non-verbal skills of paying attention to or listening to other people during conversation. Such skills include eye contact (looking directly at the other person while listening or speaking), body

position (body attitudes of the listener that support speaking), and verbal following (restatements of the message to indicate understanding). They will also learn to prepare and present their views in an orderly form, practicing good attending behaviours and the public speaking skills of speaking clearly, opening forcefully, using facts and figures, and challenging the listener. Included in the objective is for students to learn to give and accept responsible feedback -- to give genuine help to others when they need it and to accept just criticism aimed at helping a person to improve his group behaviours and his communication with others.

2. Identifying and exploring personal and vocational interests, abilities and aptitudes.

Lessons will be based on a stock-taking situation in which students at first list, discuss, and give short talks on personal hobbies, recreation, and leisure time activities. Then students will consider vocational interests, abilities and aptitudes in the same way, based on the Creative Job Search Technique, considering summer and part-time jobs they have had. Sometimes students have skills they fail to recognize. The discovery of some with market or training value provides a lift for the person making the discovery; such emotional satisfaction helps give meaning to data gathering. A survey of marketable skills introduces students to a way of thinking about jobs which relates to skill training.

By sharing views and experiences, students will become aware of new

interests and possible jobs for themselves. Lessons will involve students in an active search for new job possibilities, and they will learn how to develop further vocational interests, abilities and aptitudes. Students will also explore the kinds of places in which people work, indoors and out, in offices or factories, in small or large groups, and the kinds of physical activities required in different kinds of jobs. Then they will relate their own interests to different kinds of occupations.

3. Setting goals for solving particular problems.

Students will learn the skills of defining particular problems and setting goals for solving them. This objective is important for the growth of students at this stage, since failure to develop relevant goals to work toward may result in inconsistent progress through the remainder of the program. Exercises will address the development of the general self-concept, particularly as related to values and work. Finally, each student will prepare an inventory of his interests, abilities and aptitudes, with possibilities expanded as a result of work in this component, as a personal profile in relation to a career.

B. Instructional Objectives

1. In class and small groups of his peers (including the teacher), the student will be able to apply the attending behaviours of:

- eye contact
- verbal following

- body position
- responsible reflection.

2. Given the interpreted results of tests which measure personal traits, the results of peer-rated behaviours, and having identified and explored personal and vocational interests, abilities and aptitudes, the student will be able to:

a. develop a personal profile,

b. compare his peer rating with the interpreted test results,

c. develop a personal profile which indicates his desired traits.

d. compare his personal profile to similar job data contained in the Canadian Classification and Dictionary of Occupations (CCDO).

In summary, the student will be able to function effectively in the group, and will be able to identify his abilities, aptitudes, attitudes, interests, self-worth, temperament and values. The student will have the confidence and ability to make and implement responsible decisions, based on personal choice weighed against social and occupational norms, to modify or retain any or all of his identified personal traits.

VI SURVEYING THE WORLD OF WORK

This component will provide the student with a systematic approach to understanding the world of work. Although it will present data on a variety of jobs, the emphasis will be on providing a practical framework for study of the structure and functioning of employment to enable the student to gather relevant information about any job or career. This approach is important because there are tens of thousands of different jobs, and it would not be possible to deal with all individual jobs in a classroom. The principal point of view is to equip the student with a method by which he can obtain, interpret, analyze and apply to himself information about jobs and employers.

A. Content Description

Concepts such as the following will be addressed in this component:

1. Occupational groups.

The basic occupational families will be described along with the levels of work within each family. The description will include the duties performed, interpersonal relations, factors in job satisfaction, measure of authority and responsibility and the exercise of personal characteristics.

2. Career patterns.

The student will be helped to understand the mobility routes within occupational families and the prerequisites for advancement. Topics to be

included will be expectations of employers, customers, fellow workers, further education and training requirements, certifying bodies, etc.

3. Sources of occupational information.

Many organizations prepare occupational information brochures including: Manpower and Immigration, Public Service Commission, National Defence and other government departments; various provincial government departments; U. S. Department of Labor; nearly all professional associations, and many commercial firms. In addition to brochures, catalogues of occupations are also published (e.g., CCDO). To a very great extent these booklets (and especially those prepared by government) contain economic information (job description, job entry qualifications, rates of pay, mobility within the occupation). Students also need to know the social conditions of the jobs, e.g., autonomy, reward system (not just pay) and role relationships. This part of the course will provide the student with a system to obtain information on all aspects of any career.

B. Instructional Objectives

1. Given a specific occupational area the students will be able to identify sources of information such as:

a. school and public libraries,

b. CMC and other employment agencies,

c. private and public employers,

d. unions.

2. Given selected information and sections from the CCDO and manpower data, including projections, the students will be able to:

a. locate specific occupational descriptions,
b. interpret coded information,
c. develop occupational profiles,
d. trace a series of occupations through a possible career and record the profile changes,
e. compare labour market trends for different occupations.

3. Given information which is basic to most occupations and/or employers, the students will be able to organize and classify the information in a personal catalogue of career information. The information will include data on:

a. employer personnel policies such as recruitment, selection, promotion, evaluation, pay, pensions and leave,
b. environmental conditions and physical activities,
c. training and education programs,
d. professional and occupational groups,
e. organizational structures, including the levels of employment, organization functions and services provided.

In summary, the student will demonstrate skills of gathering, classifying and analyzing information on the conditions and structure of the world of work, and on the different factors which have a bearing on occupations and on career development by preparing a comprehensive profile of a given occupation or occupational area; preparing and classifying a personal

catalogue of "career and occupational information"; analyzing the information obtained to determine the relationship between the different factors, contrast the conditions of employment between occupations and between industries, and compare the interpersonal relations, factors in job satisfaction, measure of authority and responsibility and the exercise of personal characteristics in typical occupations with his own aspirations and personal profile.

VII PLANNING A CAREER

Student life leads to the point of school leaving and the time of personal choice, but often the student has little preparation and almost no advance warning of the real situation to be faced in the world of work. His skills of decision-making and his background of reliable information are seriously lacking, yet it becomes increasingly apparent that today's young people are being placed in a position where they must make important decisions.

Schools seldom teach decision-making skills and students have few opportunities to learn them, but they are faced with a great array of factors to consider such as mobility, financial arrangements for education and training, range of education and training programs and a much more complex system of occupations. Students have not been prepared to attack their personal decision-making in a logical, systematic manner. This component will provide them with information, strategies, and techniques relevant to selecting and planning career goals.

In this component the student will bring together the information, attitudes and skills developed in the components dealing with self and world of work. He will be shown how to:

a. select program options, isolate pertinent factors, set criteria, analyze and select alternatives, develop timed

and sequenced plans and evaluate the plans.

b. select and explore occupational goals.

c. prepare personal career plans which emphasize decision points.

A. Content Description

The career planning component will include the following:

1. Need for formulation of career plans.

A job, to a very great extent, determines one's identity, style of life, income and standard of living for one's family. Some students naturally think of an affluent future; others dismiss the idea as out of their reach. Whether or not they achieve it depends to a very large extent on the foundations they prepare in high school. The student will come to realize the extent of his potential control over his future and hence the value of formulating career plans early in high school. The factors that must be considered in making and following through a decision will also be dealt with, including education, specialized training, work experience, interests, abilities, temperament and leisure time pursuits.

2. Setting criteria for jobs and careers.

Because of its central role in a person's life, a job must meet several criteria including satisfaction while working, financial reward

and security. Students will be taught to articulate their criteria for entry jobs as well as for those expected to be held in subsequent years. The criteria which students will be helped to explore, test as they apply to themselves, and then articulate for the jobs that they are prepared to do, will include the following:

a. the kind of activity they like to perform, with particular reference to relative preferences and skills for various levels of each of the three functions of dealing with people, ideas and things.
b. the type of organization they would like to work in and the functions within the enterprise.
c. the satisfactions expected, which can be expressed in terms of the exercise of one's values, interests, abilities, etc.
d. the geographic location of alternatives.
e. environmental working conditions.
f. implications of the work in terms of life style.
g. immediate and long term remuneration prospects.
h. employment prospects.
i. trends in the occupation and industry.
j. resources of the student to prepare himself for a job.

The students will be helped to identify, describe, classify and rank their preferences into criteria that they can use to assess both

jobs and their own personal development plans.

3. Identifying options.

The student will be encouraged to search out the range of job options that could be available to him. He will learn how to use various resources to do this and how to identify and classify the characteristics demanded by these jobs. In addition to examining traditional job options, the students will also examine creative options such as are available through OFY and LIP, and examine these in the light of career development. The student will be taught how to generate alternative job and career possibilities by exploiting his interests, abilities, temperament and skills. The techniques of identifying alternatives will include both systematic and brainstorming searches for alternatives.

4. Selecting options.

The student will learn how and where to get information about jobs to obtain information such as: duties performed, value to society, human relations on the job, working conditions, earnings, advancement, training, qualifications for entry and advancement, opportunities for entry, future of the field and related occupations. The student will then learn to interpret the information in the light of how he sees himself as a person, and in consideration of this and the criteria set earlier, narrow the options to a limited choice. The student will obtain and classify further

data about various possible choices on each of the factors listed in the previous paragraph. They will then rate and rank the alternatives, establish criteria for final selection and make a choice of one or two alternatives.

5. Formulating a plan.

Having selected a few choices, the student will identify the gap between the level at which he would gain entry to the occupation and the knowledge, attitudes and skills that he currently exercises. He will formulate a plan, including a timetable, to undertake a program of personal development of his knowledge, attitudes and skills to prepare to obtain a selected job. His plans may include education, training, personal development, part-time work experience and selected leisure time activities.

B. Instructional Objectives

1. Using career and occupational information, the student will be able to explore selected occupational areas.

2. The student will be able to select occupations appropriate to his personal interests, aptitudes and abilities.

3. For each occupation selected the student will be able to:
   a. select program options and factors which have a bearing on them.
   b. set criteria, analyze and select more suitable alternatives.
   c. develop a timed and sequenced achievement plan.

4. Develop an integrated plan which shows when decisions must be made.

In summary, the student will demonstrate decision-making skills related to career choice by preparing and testing a plan for a given situation which requires decision-making skills and by preparing a realistic and appropriate personal plan, including such factors as education, training and experience for implementing a career goal.

VIII DEVELOPING JOB SEARCH TECHNIQUES

Personnel officers generally expect to interview seven candidates for each job vacancy. Many applicants, moreover, are not interviewed because they do not appear to meet minimum requirements for the job and because their applications are poorly prepared. In many cases the candidate does have the qualifications but is not able to convince employers that he does. An equally perplexing situation is that substantial numbers of people fail to appear for their interviews; these people are either afraid of the screening procedures or they are convinced that they will not be hired. In other cases, applicants exhibit behaviour ranging from naivete to hostility.

This component will provide students with experiences which will develop skills to identify job openings, practise techniques for job application and prepare to meet employer expectations.

A. Content Description

1. Identifying job openings.

It is one thing to decide on the ideal job and it is another thing to find it. It is often difficult enough to find any job let alone one that is ideal. This is why both public and private placement agencies

have been established. An employment service is essentially an extension of the personnel office of various employers. Just as a personnel interviewer in a large firm decides whether to refer an applicant to a foreman for final decision, so a CMC decides whether or not to tell an applicant of any job opportunity. This part of the course will deal with the sources of information about job opportunities including CMC's, private employment agencies, newspaper ads, announcement of new ventures, etc. It will also train students on how to obtain information about required qualifications to get specific jobs. Only a percentage of jobs are advertised or lodged with CMC's, and many vacancies simply wait for candidates to come along. Students will be taught to use informal sources of information also such as families, friends and other personal contacts.

2. Preparing written applications.

A written application is a great benefit to applicants and potential employees alike because it systematically describes the qualifications of a candidate. The students will learn to prepare letters of application, personal resumes and typical application forms. In addition, the students will learn how, when and where to use each of the written application techniques.

3. Managing the employment interview.

An employment interviewer normally asks a wide range of questions

including those covering education, work experience, health, social and other avocational activities, career plans, and family relations. Many students are very surprised by such questions as "What are your future vocational plans?"; "What courses did you like best?"; and "Tell me about your home life during the time you were growing up.". Students will learn how to "read" the non-verbal cues of the interviewer and how to answer questions about reasons for being unemployed or to explain school and work records. The students will examine the objectives of the interview from the point of view of the employer and the applicant, they will be presented with a variety of job opportunities and they will determine the appropriate strategies to use. Students will also practice role-playing in simulated interviews with employers to gain experience in good interview techniques.

4. Meeting expectations of employers.

Throughout the course the students will be looking at themselves through the eyes of employers. As a result they will see things they had previously ignored and will learn to face up to other characteristics that have been evaded. As these insights take place, the students will naturally consider to what extent they are prepared to change. For changes they consider desirable, they will prepare and implement plans of self-development.

B. Instructional Objectives

1. The student will be able to:

a. identify methods by which job openings can be located.

b. locate jobs available and determine the nature of the job and employers.

c. prepare letters of application, typical application forms and personal resumes.

d. identify methods by which job interviews are obtained.

e. prepare a plan to guide the activities, to schedule time, and to list resources to be used in obtaining employment.

2. The student will be able to:

a. list and practise the tasks necessary to prepare for a job interview.

b. role-play job interviews in a variety of situations.

3. The student will be able to identify and meet the requirements of the occupational choice.

In summary, the student will demonstrate appropriate job application techniques and the ability to function within employer expectations by identifying and using sources of information about job openings, practising appropriate techniques for written applications and interviews, and identifying and practising behaviours expected by employers in a variety of given situations.

IX THE COURSES

The majority of unemployed young people tend to be those who dropped out of school with grade 10 or less. Experience with Basic Training for Skill Development students from this group indicate that they are likely to have actual functional levels of only grade 7 or 8. This low educational level results in few marketable skills and severely limits their choice of occupations. In addition, members of this group are often characterized by a negative self image, a lack of self confidence and the lack of a career goal of any kind.

In the other group are the high school seniors. Their higher educational level and higher level of marketable skills greatly increases their scope of choice. Thus their opportunity for employment is improved. Members of this group tend to have a more positive self image, more self confidence and are more likely to have a career goal. They are also more oriented to learning.

Members of both groups, however, may lack occupational information, the skills required to make a career decision, and the skills of getting and keeping a job. To meet the disparities in learning characteristics, academic levels, motivation and needs of the two groups, separate approaches are required. It is our proposal, therefore, that two curricular vocational guidance programs be developed and disseminated. For purposes of identification, the course for out-of-school youth has been called Preparing for Employment and the name Creating a Career has been maintained for the

course for high school seniors.

A. Preparing for Employment

This will be developed as a short course suitable for delivery on a part time basis in the evenings, as part of a Canada Manpower Training Program purchase such as Basic Training for Skill Development or Basic Job Readiness Training. It will feature intensive learning experiences in personal occupational planning (as opposed to career planning), identifying and practicing behaviours expected by employers and job search techniques. Its intended purpose is to provide a pragmatic "leg up" to employment. An overview of the proposed content is:

Part I - Occupational Choice

Following a short orientation which will include an overview of the course objectives and methods to be employed, the students will practise some attending behaviours, listening techniques and questioning skills. A problem solving system will be outlined, applied to particular problems and practised during later parts of the course. Students will then be led through a set of lessons in which they will develop a comprehensive personal inventory based on their interests and aptitudes. During the later stages of the lessons, these personal traits will be examined in terms of their effect on occupational choice, employabiiity and broader expectations in life. This will lead to a general goal setting exercise, which in turn, will lead to a set of criteria for occupational choice.

An exploration of occupations which meet these criteria will involve the preparation of comprehensive occupational descriptions for a number of chosen occupations. Finally, students will select a small number of occupations and prepare both short and long range plans for entry to them.

Part II - Job Search

The focus of this part will be to develop the information and skills to seek and obtain employment in one of the previously chosen occupations. Included will be training in methods of identifying job opportunities using the services of employment agencies, and in job application techniques and job interviews. In addition, students will learn to identify employer expectations and practice behaviours to meet these expectations.

B. Creating a Career

This could will be aimed at high school students who are about to graduate. The major thrust will be on career planning. It will be a somewhat more comprehensive approach to curricular vocational guidance than Preparing for Employment but will maintain the highly student-centered experiences. The greater scope of choice characteristic of these students requires a wide-ranging career exploration prior to career choice. An overview of the proposed content is:

Part I - Career Awareness

This part will include an orientation to the course, and activities

in the study skills to be used on the course, including questioning, listening, summarizing, and role playing. The concepts of jobs, occupations, careers, entry jobs and career ladders will be developed through studies of typical employing organizations.

Part II - Career Planning

Beginning with a comprehensive personal inventory based on interest and aptitude factors derived from standard tests and other information, the students will then examine their traits in relation to worker qualification factors. Concepts of worker functions based on a data-people-things approach to describing the nature of work will provide a framework for occupational descriptions and an approach to the world of work by clusters or families. Personal traits will be used to generate a set of goals from which criteria for career choice will be drawn. These criteria will provide a multivariate approach to career exploration as a basis of identifying possible alternatives. Several alternatives will be chosen for comprehensive study. Short and long range contingency plans will then be prepared for a number of selected occupations. These plans will be career oriented and will, in part, identify the decision and change points which are critical to goal achievement.

Part III - Career Entry

The substance of the content will focus on getting and keeping a job and will include using the services of employment agencies, identifying job opportunities, making job applications and learning interview techniques.

Employee behaviour appropriate to a variety of occupations will be identified and practised.

C. Development of the Courses

Development and dissemination of Preparing for Employment appears to have priority. The objective is to have an experimental package of materials prepared so that a pilot course can be operated during the fall. A number of components have been planned, some drafted, and criteria have been established for others.

1. At the core of any vocational guidance program there must be a comprehensive and multivariate occupational information system. The CCDO has been selected to provide the data base and organizational structure for this system. An occupational explorations kit will be prepared within this framework to access the student to clusters corresponding to unit groups of occupations. This kit will be supplemented by an occupational fact sheet file which will contain current information on salaries, labour market projections, etc. by regions.

2. To access the student to the occupational information system by personal traits, a qualifications factor kit will be developed consisting of a set of manual key sort cards. Each card will contain general information on a unit group of occupations and variables will be punched on the perimeter for sorting purposes.

3. Several standard tests are being evaluated for use in a test battery to assess interests and aptitudes. In addition to the test battery a student data file and a system to interpret and communicate test results will be developed.

4. A student career catalogue, in the form of a workbook, will be developed to guide the learning experiences. It will become the student's permanent record of occupational and job seeking information.

5. Finally, an instructor's manual will be prepared. This manual will be a guide to the objectives and evaluation techniques. It will contain the lesson outlines for all topics. These lesson outlines will be detailed guides to content and methods and in many cases will be supported by commercial and instructional materials in a variety of media.

There is evidence of a tremendous amount of activity and publisher interest in career education materials. New books, kits, films, etc. are appearing on the market almost daily. The approach intended in the development is to take maximum advantage of this activity by designing a system of instruction by which these materials can be evaluated, selected, and put into classroom use. Thus, new materials will have to be developed only where suitable commercial materials are not available.

Beginning with the start of the pilot project for Preparing for Employment, development will proceed on Creating a Career with the objective of having a package prepared for a pilot course in the second semester of the 1973-74 year.

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